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THE GAVEL



VOLUME VII - No. 8

MAY 1959

CLEVELAND-MARSHALL LAW SCHOOL LEAGUE OF OHIO LAW SCHOOLS' INSPECTION REPORT 1959

(Editor's Note: The following are highlights of the inspection report. All could not be included because of its length. We can all be proud of the report and the faculty, officers and directors whose efforts are reflected herein.)

The Committee appointed by the League of Ohio Law Schools to inspect the Cleveland-Marshall Law School of Cleveland, Ohio, visited that school during the day and evening of April 20, and beg to report as follows:

FINDINGS

The subject school is meeting all the Standards and Requirements of the League of Ohio Law Schools. More particularly, it is meeting admission, plant, and faculty requirements. The surplus income is being accumulated for the benefit of the school and its financial condition is excellent. All requirements as to library, resident weeks of law study, examinations, and records of individual students are being complied with.

The school is maintaining a sound educational program which is being steadily strengthened and improved. The bar examination results of candidates from that school are improving and reflect serious efforts at strengthening standards generally. The law library collection is well beyond minimum requirements. A strong full-time faculty is being developed, and the percentage of teaching by part-time men has been drastically reduced.

THE CONTROL OF THE COLLEGE

Control of the academic policies of the Cleveland-Marshall Law School has shifted very distinctly from the administrative officers of a non-profit corporation to the faculty of the College. Dean Wilson G. Stapleton and President Lee E. Skeel continue to furnish strong leadership in the direction of strengthening standards, but the members of the full-time faculty are being encouraged to participate quite actively in the development of school policy and the evidence is strong that they are responding vigorously to the opportunity. Our conclusion is that there is excellent cooperation between the administration and the faculty in guiding the development of the school. (continued on next page)

SCHOOL PICNIC

May 17th - Euclid Beach Park
Students, Alumni, Faculty, Friends
40% Discount On Tickets To All Rides
Prizes - Dancing - Skating - Table Tennis
Picnic Tables - Rides - Children's Rides
LET'S ALL GO - PLAN NOW FOR FUN FOR THE WHOLE FAMILY
CONTACT YOUR CLASS REPRESENTATIVE FOR MORE INFORMATION

FACULTY

The Dean, President Skeel, and the faculty were gracious, cooperative, and freely discussed the problems of the College.

The full-time faculty have been carefully selected, have an adequate background both educationally and in practice, and were chosen with an eye to productive scholarship. Two of the seven hold the LL.B. degree from Cleveland-Marshall but both have had teaching experience in other law schools and two of the other men have had, respectively, nine and two years of experience on the faculties of other schools. Professor Howard L. Oleck has a particularly extensive productive career in the field of legal literature. Associate Professor Murad has brought to the faculty an unusual background of English legal education and practice, and a fresh enthusiasm for American methods of education. The full-time members of the faculty are all men of very agreeable personalities, all have a vigorous interest in the development of the program of the school, and as a group display a strength that promises extremely well for the future of the school. The school is to be congratulated for the excellent beginning it has made in the development of a full-time faculty.

The part-time teachers, ten in number, are a carefully selected group of men who stand high in the profession in Cleveland. While all have had three or more years in teaching, five of the group have taught from 11 to 33 years, and most of them have had two or more decades of practice. The group has had an infusion of younger blood in recent years, a fact which indicates that the operation is not too closely tied to the methods of earlier years. There is a good balance between the vigor of newcomers and the experience of those of longer standing on the staff.

The full-time faculty teaching loads were reported as averaging about 9 hours per week of actual class contact hours. This total normally includes a substantial amount of repeat-work in handling a second section. The total varies several times a year as the various courses begin and end. On the whole, the teaching appears to be vigorous and to elicit a lively response from the mature student body. The students appear to be stimulated adequately to exhibit a good level of preparation.

The entire full-time faculty participates actively in the general development of the program of the school, including the planning of curriculum changes, the question of maintenance of faculty standards and in the making of the new faculty appointments. All of the faculty members exhibited a wide acquaintance with the details of the program and current planning. Dean Stapleton expressed pleasure at the degree to which he could rely upon faculty participation in serious decisions. A good deal of this participation is in the informal discussions and studies which lead up to final decisions.

LIBRARY

The library collection of the College has been continuously developed in recent years. The collection now numbers over 24,000 volumes, with a very high portion of current and standard materials in the categories of a very broad collection of reports, American and English; statutes, both American and English, of much wider range than required by either League or American Bar Association; over 75 legal periodicals, most of which are complete; and a very good collection of recent texts, treatises, form books and other such materials. A great deal of this material has either been bought new in recent years or in fine second-hand condition. The books are in excellent condition.

The continuous vigorous development of the library collection arises from a situation which made the inspectors envious, that is, that the school does not have a fixed limitation on the amount of money the librarian may spend in any one year. Nearly \$17,000 were spent in the acquisition of materials last year, and it appears that \$15,000 or more will be spent during the current year. An impressive quantity of important materials has been received in the last two or three months.

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ADMISSIONS AND SCHOLARSHIP STANDARDS

The subject school's grading standards appear to have been substantially modified in recent years in the direction of greater uniformity and more obvious attention to what is commonly called "grade curve distribution." With about all of the first two years' program in the hands of the full-time faculty, grading in those courses has provided a substantial bulwark to scholastic standards. A few sets of grades still seem to run abnormally high but these are confined largely to advanced courses.

It is the opinion of this committee that the present admission standards, the moderate total attrition rate, the fact that a substantial number of students are permitted to go into advanced work with a cumulative grade average below that required for graduation, and the Ohio Bar Examination results, all suggest the necessity of continuing faculty attention to the problem of locating and maintaining safe scholastic standards. A hasty judgment by visitors is not a sufficient basis for a firm statement as to present adequacy or inadequacy. The situation is obviously improved but only detailed work by the law faculty can provide the information needed for an accurate analysis.

It has been obvious that the bar examination results in Ohio of the subject school have been improving steadily during the last several examinations. On the information then available, Dean Stapleton reports that about 75% of their first-time candidates passed the March 1959 Ohio examinations. In view of the stringency of that test, the record is very encouraging. Perhaps an analysis of the records of students failing bar examinations will give useful light on the question of where standards may be weak.

THE CONCLUSION

The committee wish to commend the administration and faculty of the subject school for its devotion to and very energetic and successful efforts to strengthening the school greatly. There can be no question that the attack of this group on their problems involves as fierce a determination as can be found within the state. The transition from an operation almost entirely by part-time personnel to one which is largely the work of a full-time faculty is difficult and complex. The degree of success is far beyond that which the League might have been satisfied with, or which might have been expected. The signs are multitude that the program of development is being pushed strongly on all fronts. The results already attained reflect great credit on all those participating and promise extremely well for the future.

**HIGHLIGHTS OF THE A.L.S.A.
CONVENTION AT THE UNIVERSITY
OF MICHIGAN**

by Janet Eterovich & John Hudson

The Tenth Annual A.L.S.A. Convention was held Friday and Saturday, April 17 and 18, 1959, at the University of Michigan. Delegates from Universities of Tennessee, Cincinnati, Kentucky, Northwestern, Wayne, Western Reserve and Cleveland-Marshall Law School attended.

On Friday, April 17, early arrivals listened to four finalists argue a conflict of laws question in a moot court competition. One of the two victors

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FRATERNITY NEWS
by Don Harrington

The annual spring dance Saturday, May second at the Sheraton-Cleveland Hotel was a huge success. Everyone enjoyed dancing to the music of Lou Elgart and his orchestra from 9 until 1 A.M. The alumni parties that followed the dance in several of the hotel suites gave the student members a chance to meet and talk with some of the ablest attorneys in Ohio.

During the festivities, several awards for the year 1958 were presented by Dean Wilson G. Stapleton. For those of you who were unable to attend this year, the

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WALLY
THE
WALRUS

"The time has come the Walrus said
To talk of many things:
Of shoes and ships and sealing wax,
Of cabbages and kings."

The comps are over, the finals and then the school year will also soon be over---time for the Old Walrus to swim back to the Pole for the long hot summer. One advantage to wintering in Cleveland is that until adequate storm sewers are provided, Wally is able to swim to the lake on almost any street during the spring rains. As a matter of fact it can almost be done on a cellar to cellar route. Have you ever wondered if Spring-Time Cleveland could be classified as Monsoon Time?

As the school year ends there are many things to look back upon with collective pride - and some incidents that are perhaps better forgotten. The growing reputation of the Law Review - the misuse of the library facilities, producing a top man in the bar for two consecutive examinations - allegations of improper test room decorum, the publication of a student directory - class cutting students - the refurbishing of the entrance-way and stairways - objective examinations, etc. Somewhat as though a system of checks and balances had been predetermined.

As vacation rapidly approaches, Wally would like to leave you all with some thoughts to scratch your heads over during the summer:

Of vital importance to all Ohio law students: On May 22nd and 23rd, Dean Stapleton and Professors Oleck and Samore will attend Cincinnati meetings of the Ohio Bar Association and the League of Ohio Law Schools. At this time the latter group will hear a discussion between Professor Oleck and Professor Vaughn C. Ball of Ohio State University Law School on the merits of objective examinations in law examinations. You are entitled to your own opinion, but Wally is

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THE LEGAL ASPECT OF INTEGRATION by Janet Eterovich & John Hudson

At the annual A.L.S.A. convention held this year at the University of Michigan, a special panel discussed our national problem of integration. The panel discussion moved at a lively pace with various views expressed.

Prof. Kallanback, of the political science department, started it off. He explained the role of government in racial relations was in four stages: 1) Frank discrimination. This policy was prevalent before post civil war. 2) Separate but equal treatment. Separation was recognized and enforced but the government insisted that there be equality in the treatment of the two groups. 3) Absolute and strict equality under the law in all PUBLIC phases of life. Equal protection of the laws appeared in the Fourteenth Amendment. Insofar as the government was concerned, it was neutral in making distinctions according to race. The law must be color blind and every person is an individual without regard to racial status. Voting and office holding privileges were to be extended to the public regardless of race. In the area of private conduct, however, there was still room for racial segregation. 4) The government takes positive measures to combat segregation in PRIVATE relationships. For example, see the Fair Employment Statutes and Civil Rights Laws. Today, the United States is not 100 percent any one of those stages.

Prof. Miner of the Sociology Department defined discrimination as the differentiated behavior which is considered to be wrong. Not all forms of behavior are discrimination. In the society, the kinds of differentiated behavior are being redefined. The value system itself changes. General shifts in the structure of the society have taken place and private considerations are moving

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Highlights of the A.L.S.A.

Convention

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of this final round was Miss Barbara Burger whose legal sharpness and beauty will certainly pose a threat to every man in the law world.

The conference convened 9:00 A.M. Saturday morning with a welcome address by Mr. R. F. Proffitt, Dean of Michigan U. Law School. Elections followed with Janet Eterovich, Cleveland-Marshall, being elected as convention secretary and John Getgey, U. of Cincinnati, as next year's circuit president.

The Student Bar members then discussed the following problems of today's law student.

General Practice vs. Specialization.

The general feeling was that the general practitioner enjoys a more favorable position than does the specialist who tends to become an employee. However, it is recognized that a group of general practitioners working together as a firm will become specialized in different areas of the law.

If one wishes to be a specialist, that is, a tax consultant, patent attorney, etc., he should seek out a firm whose members are well versed in the field of his practical training.

Placement Services.

Few schools have a special department for placement service. In most, the Dean merely posts notices or directs inquiries to his top students gradewise. All the convention delegates felt that too much emphasis is placed on grades and not enough on personal background and general aptitude.

At several universities, the senior prepares a brochure or resume stating his qualifications and submits this with a picture to his school. The school in turn sends the resumes to all the law firms in the city and to others throughout the state.

Student Bar Assoc. Finances.

Most student groups finance their activities by a combination of dues, social events, bookstores and rebates from vending machines. Another sound idea is a used bookstore where every term the student brings in his old used books and tags each with a price and his name. When the store sells his book, the Student Bar Assoc. receives 10 percent of the transaction.

(continued next column)

Law Wives Club.

Almost all the universities have a wives' club and each praised the club for the benefit it was to the school. One married delegate even remarked that peace returned to his home when his wife upon attending a meeting learned that her husband was not the only one away in the evenings and that he probably did love his home after all.

Legal Aid Clinics.

Four of the law schools operate legal aid clinics where advice is given to the indigent. A local practicing attorney helps the students and if a court case should arise the student usually sits as co-counsel. The U. of Kentucky and U. of Tennessee allow credit for a specified number of hours of participation.

Student Bar Elections.

The elections at most law schools are simply one fraternity pitted against the other in a political parley. Western Reserve Law School resolves this political monopoly by a Board of Governors which determines school policies. Its members are the Law Review, Student Bar Assoc. officers, fraternity and class representatives.

Moot Court Activities.

All the schools represented have moot court competition except Cleveland-Marshall Law School. The general plan is a required course for all freshmen in trial or appellate procedure, some schools giving credit and other schools not. A tape recording may be taken of the student's recitation. Additional moot court courses are taken on the junior and senior level either on a required or elective basis or participation on the Moot Court team.

Honor Systems.

At Western Reserve U. two class representatives are elected who act as proctors during an exam. All questions are referred to them and they seek out the prof., get an answer and return to class with it. The student may take his exam paper anywhere he desires but must sign a pledge at the end of the exam. All the schools who used systems reported that an infraction has almost never occurred.

It is interesting to note that more than half the schools represented used such a system. They all expressed the opinion that a graduate student should have long outgrown any tendency to cheat

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WALLY THE WALRUS

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rooting for the gentleman from Ohio State with all the fervor he can muster. There are enough problems presented to the applicant without adding the further emotional stress of wondering just what the question means. It is at stress points such as this that ambiguity seems to be hiding behind every word of the examiner. Also, it should be pointed out that the decrease in correction time achieved by the examiners would only be added back again in the preparation of the questions. As difficult as it is to answer objective examinations properly, it is doubly difficult to write a truly unambiguous objective question. But in the words of the immortals -- "You pays your money and you takes your choice."

Along the same lines Wally would like to recommend two recent articles. The first appeared in "The Student Lawyer" and is entitled "Law Students and Law Examinations"; it should be must reading for all law school teachers and students. (Also in the same issue is a truly humorous and whimsical piece entitled "The Supreme Court and the Power of the Local Bar," which, though unrelated to our present chain of thought, is also highly recommended. To those who wonder why they do not always receive the grade they feel they deserve, this may answer some of their questions. To members of any law school faculty it presents a personal challenge of their teaching and testing techniques. The second article is the lead for this issue of the Cleveland-Marshall Law Review, and deals in symposium fashion with a group of pressing questions facing all law schools today. Wally feels that both the questions and their answers should be rewarding reading for faculty and students alike.

Breaking away from academics, Wally would like to warn all of our sun worshippers to be careful this summer while they are enjoying their vacations. Certain portions of the summer are referred to as the silly season by reporters, for nothing newsworthy seems to happen and the papers are full of silly stories about someone frying an egg on a hot sidewalk. People get silly, act silly, and leave their common sense behind. Don't become a case for the personal injury lawyer on your vacation this summer. Remember, we are being trained to

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be able to prosecute such cases and not to serve as case studies.

And so as the Indians rise to the top of the League and the sun sinks into beautiful, clean, and polluted Lake Erie, Wally wishes one and all a happy summer and hurry back, and would like to end this last column of the year with a few little messages. To the seniors, good luck on the bar. To the juniors, remember it is easier to review in the summer than the end of the winter. To the Sophomores, better luck and reputation next year. To the freshmen, surprised you made it? To the not-to-be-forgotten Student Bar, we end with the question of what their status is during the summer months - as a lame duck organization, can they send delegates to any summer conventions? And finally, to the faculty - rest up gentlemen, it will be the same merry-go-round next year - but thanks for your efforts this year.

P.S. It should be noted that this year's Student Bar has accomplished more than any other in recent years and deserve a note of thanks from all.

SENIOR CLASSNOTES
by Janet Eterovich

There is an old saying that it does not matter what law you know so long as you know where to find it. The lawyer's tools are not found in a compact handy do-it-yourself kit. Rather his tools are found in books on shelves in libraries. The convenience of having a library where the books a lawyer needs are at his finger tips is sometimes overlooked by the young lawyer starting out. Certainly if it were necessary for him to purchase and maintain all the legal material, his initial outlay of capital would be far greater than it is now.

At Cleveland-Marshall Law School, if you are in a quandary as to where to look or how to research, senior John Connick, a student librarian, is always there to give you a hand in the use of the library. John is a claims man for the Cleveland Transit System and has been for the past ten years. John and his wife Marcella have two children, Kathleen Susan, 3 years, and Michael Joseph, 2 years. He did his undergraduate work at John Carroll. On certain evenings he finds the time to

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FRATERNITY NEWS

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awards and 1958 winners were as follows:

1. The Delta Theta Phi Award of a personal wall plaque and the winner's name inscribed on the larger plaque which hangs on the wall of Cleveland-Marshall Law School was awarded to Dr. Carl E. Wasmuth, "as the student who contributes an article to the Law Review which, in the opinion of the President and of the Dean, is most directly useful to practicing lawyers."

2. Paul Granzier was awarded a similar personal wall plaque and his name was inscribed on the larger wall plaque which hangs on the second floor of the school, as the "Fraternity Man of the Year," who as a non-officer by his example and cooperation has contributed the most to the fraternity.

3. An award for the fraternity brother who has made the most scholastic improvement in 1958 over 1957 was won jointly by John T. Connick and Leo L. Cifelli.

4. A special token was awarded to Bernard James for the splendid efforts he put forth last year as Social Chairman.

Delta Theta Phi initiated 20 men into Ranney Senate, Saturday, May second. The initiation luncheon was held at the University Club and the members and new pledges were privileged to hear the Honorable John V. Corrigan of the local bench speak. Judge Corrigan's talk brought out the fact that we are drifting more and more toward a community attitude that the "only sin is being caught, and that it is our duty not only as future lawyers but as individual members of the community to endeavor to change this tide." Also in attendance to hear Judge Corrigan speak were Elmer Myers, Dean of the Alumni senate, Edward F. Meyers - District Chancellor, Judge Arthur H. Day, Judge McMahon, Judge Kerr, Jack Smith of the Cleveland-Marshall faculty and Franklin Polk.

The initiation ceremony took place in the Court of Appeals chambers of Judge Lee Skeel later in the afternoon. The men initiated were:

John B. Collins	E. J. Elliott
John M. Farley	Kevin B. Fergus
John J. Gill	John J. Hudson
George Joseph, Jr.	James F. Kilcoyne
Edward F. Katalinas	Dean Lemley
Carl H. Miller	Donald O'Connor

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Robert P. Lamont, Jr.	George W. Pordan
Z. Steven Mogyordy	Peter P. Roper
Martin J. Sammon, Jr.	Gerald F. Sweeney
James D. Sweeney	John Vamis

Many thanks go to Keith Weber and Russ Sherman, Social Committee Co-chairmen for the splendid dance. The chairmen also announce that plans are under way for a picnic this summer and perhaps a golf outing. Members, of course, will be notified of any meetings or socials scheduled during the summer vacation.

THE LEGAL ASPECT OF INTEGRATION

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into the area of public interest.

The difference between class and caste is important. In the open class area, a person can move through hierarchy according to his ability, tradition, family, contacts, etc. On the other hand, he is born into a caste or certain social position and there he stays. The upper class of Negroes are naturally desirous that their children be raised with a better class of children. But a good majority of the Negroes are not too well educated. They are the lower class individuals trying to get into the middle class white school. On the part of the whites, there is a prejudice. All Negroes are considered to be illiterate if a few experiences have shown this to be true.

How can discrimination be attacked? One changes one's attitude as a result of participating in new group situations in which the individuals are related as equals. Therefore, they must be made to interact as equals. For example, the forced integration in the Army in World War II made many whites forget their prejudice. The industrial unions and the Catholic Church can effect the same thing.

Prof. Maier of the Psychology Department of the U. of Michigan discussed this point: What is the power motivation of a class society as opposed to equality of classes? What does "equality" mean? It might mean equality with respect to job opportunities, education, bus riding, swimming privileges, etc. It can be achieved through legislation, training, reward and punishment.

1. Legislation is an attempt to control behavior by adopting certain rules.

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THE LEGAL ASPECT OF INTEGRATION

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In a factory, e.g., the rule is that everybody wear safety goggles.

2. Next, it is necessary to train everyone to wear goggles. If legislation were passed to the effect that everyone should shoot in the 60's on the golf course, this would be impractical legislation since all people cannot do it. Therefore, it is impractical to legislate that everyone should love Negroes. Instead, acts such as you must not strike, kill, harm or molest, should be legislated.

3. The activity should be made desirable. That is, if you sell your house to anyone regardless of color, you will get a tax refund. Tack a reward onto the activity.

4. In the legislation, punish people for not doing something. Unfortunately when you do this, people start looking for loopholes. By means of punishment, you get avoidance behavior. This will induce frustration. Frustration is manifested through aggression, rigidity or childishness, e.g., the cow which is frustrated may attack, lie down or do the forbidden act all the more. It takes one final straw to break the camel's back and then comes the real explosion.

Whether any or all of these methods of attaining "equality" is desirable or practical rests with the American people. The Negro race in America has to confront the heritage of a slave background. Furthermore, a frustrated society is more apt to be a prejudiced society and to take it out on a certain minority group.

At the conclusion of the panel discussion, Prof. Wm. Harvey discussed problems in So. Africa. In So. Africa, the population groups number: 3 million Europeans, 9 million Africans, 500,000 Asians and 1,250,000 colored or mixed blood. The Nationalist Party won in 1948. Roman Dutch Law is the common law. The prevailing practice is separation of the races. In fact, the whites are on 86 percent of the land and the Africans on 14 percent.

Currently, 91 persons, most of whom were not of the white race, were charged
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with treason which is a capital crime under the Roman Dutch common law. Sixty-five were tried before a special three-judge court appointed by the administrator of justice. Communism was defined as anything that becomes a force between the whites and the darks and a person is a communist if the governor-general says he is. The accused had the burden of proving they were not communists. They were represented by competent counsel. But was there a fair trial? What happens to fair play and equity in such a human liberty and equality by participation in the affairs of government and people at large on a segregated basis?

SENIOR CLASS NOTES

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attend the library and keep it open for the night owls.

Another senior who is doing library work is Marcella Matejka, who is head librarian at South High School. Previously she had been with the Main Public Library for five years. She has a Bachelor of Arts degree from Western Reserve University and a Master's degree in Library Science from the same school. Her Majors were Spanish and History and she minored in physical science and geography. She hopes to take the Bar in March, 1960 and subsequently look for a position as legal librarian either in a large legal firm or a law library.

This summer, Marcella plans to bring Cleveland-Marshall's library catalog up-to-date and keep it current. If you are interested in being a student librarian or aiding in the preparation of the catalog, you may inquire at the administrative offices. It will be time well spent. Certainly the lawyer who knows how to find his tools rapidly and with discretion has an invaluable edge on the lawyer who has not mastered this technique. Now is the time to learn.

BIRTH: James Smith and his wife Nancy announced the birth of their third boy, Stephen Rex, 8 lbs., 9 oz. on Mar. 8, 1959. Stephen's two older brothers are Burton James and Mark Douglas. Jim is a patent agent working for Bailey Meter Company.

A.L.S.A. CONVENTION
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and that a new student coming into such a system is so awed that he has little desire to tarnish his honor.

The site of next year's convention will be the U. of Cincinnati. There being no further business, the meeting was adjourned at 12:05 P.M.

The remainder of the day included a panel discussion on the problem of integration followed by an interesting insight on the South African situation by Professor Wm. Harvey.

That evening Michigan Law School acted as host for a cocktail party, banquet and a formal dance.

**RULES FOR SUCCESS IN TEACHING
AND EXAMINING**
by Paul Duke

(Reprinted by permission from the Journal of Legal Education, published by the Association of American Law Schools. Copyright 1959, by the Association of American Law Schools.)

1. Do not waste time covering material which will appear in the examination. This will give you more time to prepare examination questions from material outside the course.
2. Be sure to assign 100-150 pages of material on the last day of the course, for which students will be held responsible in the examination. This will prevent students from frittering away their time in bed or on other courses, and keep them out of mischief at a time when they have nothing to do.
3. Be sure to appear fifteen minutes before the start of the examination with a self-satisfied smirk on your face. This will convince the students that you are a fine fellow, after all, and sincerely interested in their welfare.
4. Be certain that there are five or
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six strategically-placed typographical errors in the examination. This will test student ability to resolve ambiguities. It will also enable you to make an opportune entrance with an incompressible explanation after the students have resolved those ambiguities. Be sure to announce the corrections in an inaudible tone. This will spread confusion and consternation. After all, anyone can take an examination under ideal conditions.

5. Set time limits on questions that are inversely proportional to the complexity and difficulty of the questions. Students must be prepared to meet traps and pitfalls in later life.

6. Be certain that a four-hour examination cannot humanly be completed in less than six. Good lawyers must be able to work under pressure.

7. Where you have stressed policy all year, be certain to mark on the basis of doctrine and doctrine alone. It is never too late to learn the law.

8. Where space limitations are indicated for each question, be sure they far exceed the space required for a full answer. This will provide incentive for creative writing.

9. Leave out sufficient facts in each question so that you can test the student's ability to write as well as answer questions.

10. Stay in the vicinity of examination room so that you can meet students who are taking a short break. Greet them with a congenial remark, e.g., "Isn't it a beaut!" This will convince them that you are one of the boys.

11. Immediately after the examination, point out to questioning students issues which were not in the questions. This will make them more alert in future examinations.

12. As soon as you receive the blue-books, put them in the safe for at least three months. This will enable you to mark them in perspective and take the pressure off borderline students.
